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The Chunk Wall: Moving Beyond Letter by Letter Sounding for Faster Decoding

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Overview

- Preface
- The Chunk Wall
- Other ways to show word parts
- Practice



Space, Time, and String Theory



- From: The Official String Theory Website

What is the relationship between strings and spacetime geometry?

A string

A string is a one-dimensional object, meaning that if you want to travel along a string, you can only go forwards or backwards in the direction of the string, there is no sideways or up and down on a string.



Strings and gravitons

Strings and gravitons

The simplest case to imagine is a single string traveling in a flat spacetime in d dimensions, meaning that it is traveling across space while time is ticking, so to speak.



String Worksheet

The string can move sideways or up and down in spacetime, though, and as the string moves around in spacetime, it sweeps out a surface in spacetime called the **string worksheet**, a two-dimensional surface with one dimension of space and one dimension of time.



Strings oscillate

The string worldsheet is the key to all the physics of the string. A string oscillates as it travels through the d -dimensional spacetime. Those oscillations can be viewed from the two-dimensional string worldsheet point of view as oscillations in a two-dimensional quantum gravity theory.



Pronouncing \neq Comprehension

- Just because a student can read the words does NOT mean she will necessarily understand the text!



BUT, the words matter!

Without being able to read the words,
there's little hope of comprehension!



Goal Today

- Learn an easy-to-use technique for helping students read longer words (and some other tips)
- Just don't forget—Being able to pronounce the words is not enough!



References

- Patricia Cunningham-word walls; importance of rime units
- Irene Gaskins and work at the Benchmark school --key words; rime units; analogies + http://www.benchmarkschool.org/gaskins_articles.htm
- Usha Goswami--importance of onset/rime awareness; use of analogies to solve unfamiliar words
- Thomas Gunning (1994). *Word Building: Beginnings*. New York: Phoenix Learning Systems. (book)
- Margaret Moustafa- children's use of onset/rime (books available through Heinemann)



JABBERWOCKY

Lewis Carroll

(from *Through the Looking-Glass and What Alice Found There*, 1872)

`Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.



The Chunk Wall

Break It		---	Link It		---	Check It
<u>a</u>	<u>e</u>	<u>i</u>	<u>o</u>	<u>u</u>	<u>y</u>	<u>Prefixes</u>
cat	we	it	go	up	my	re
car	see	in	got	us	happy	pre
ball	her	pig	on	sun		dis
and	ten	like	for	duck		a
play	get	will	out			ab/ad
back	red	him	book			in/im
saw	went	sick	zoo			<u>Suffixes</u>
make	tell	night	hop			(Endings)
late	eat		cow			ing, ed
rain	head		snow			ly/ily
	great		boat			ity
			oil			tion/sion
						ous/ious

Minimum requirement:

- Check to see if students can read the words
- If they can read at least 5 words in each column, they can use this technique



Step 1: BREAK IT

- Break a long word into “chunks”
- Break prefixes and suffixes off first
- Divide into 3-4 letter units each containing a vowel or vowel combination (sometimes 2 or 5 letters)



Break It

re vamp

com fort able

thun der head

ab sten tion

fan tas tic ly

in ter ac tion

con ver sa tion

mag nam in ous



BREAK It

revamp re vamp revamp

comfortable able

comfort com fort comfortable

magnanimous mag nan im ous


magnanimous

conversa  con ver sa tion

thunderhead thun der head

Step 2: Link It

For each chunk
in the target
word find the
column headed
by the vowel in
that chunk



<u>a</u>	<u>e</u>	<u>i</u>	<u>o</u>
cat <u>a</u>	we <u>e</u>	it <u>i</u>	go <u>o</u>
car <u>a</u>	see <u>e</u>	in <u>i</u>	got <u>o</u>
ball <u>a</u>	her <u>e</u>	pig <u>i</u>	book <u>o</u>
and <u>a</u>	ten <u>e</u>	will <u>i</u>	out <u>o</u>
late <u>a</u>	get <u>e</u>	sick <u>i</u>	zoo <u>o</u>
back <u>a</u>	red <u>e</u>	like <u>i</u>	on <u>o</u>
make <u>a</u>	went <u>e</u>		for <u>o</u>

Step 2: Link It

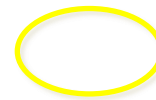
Look for a word
with the same
letter pattern
from the vowel
to the end of
the word

tr <u>a</u> ck	<u>e</u> r
<u>a</u>	<u>e</u>
cat <u>a</u>	we <u>e</u>
car <u>a</u>	see <u>e</u>
ball <u>a</u>	her <u>e</u>
and <u>a</u>	ten <u>e</u>
late <u>a</u>	get <u>e</u>
back <u>a</u>	red <u>e</u>
make <u>a</u>	went <u>e</u>
play <u>a</u>	eat <u>e</u>
rain <u>a</u>	head <u>e</u>
	great <u>e</u>

Step 2: Link It

LINK

Rhyme the
chunk with the
known word.



Step 3: Check it

- Go through each chunk of the target word in this way to come up with an approximate pronunciation
- **CHECK** -- Reread the sentence with the new word in it to see if it makes sense.



Step 3 : Check it (more)

Pronunciation may have to be slightly altered

THINK, “What sounds almost like this but will make sense here?”



Teach for Flexibility!!

Change the stress in multi-syllable words

syllAble or SYLLable

minlSter or MINister



Teach for Flexibility!!

pastry

If *a* (as in apple) doesn't work, try *ay*

ghost

If *o* (as in got) doesn't work, try *oh*

circus

If */k/* doesn't work, try */s/*



Sounding it out vs. chunking

- Letter by letter sounding is slower than using bigger units
- It is NOT cheating to bypass letter by letter sounding!
- Go for the biggest units as possible
- Sometimes a letter by letter approach is necessary
- “Chunking” also called structural analysis



Video Clips



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Which words might be hard for your students?

Chelsea Clinton, the last girl of a similar age in the White House, grew up well before the era of Facebook and cell-phone snapshots. Banning Facebook entirely could risk alienating the Obama girls from their peers, but restrictions will almost certainly be necessary for their own protection.

Newsweek, December 1, 2008





Break those words and find the
chunks

Review

- Break it
- Link it
- Check it



Using chunks in other ways

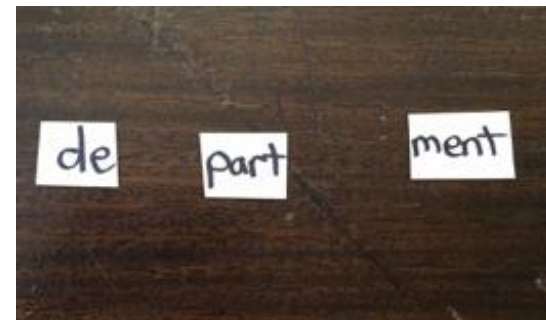
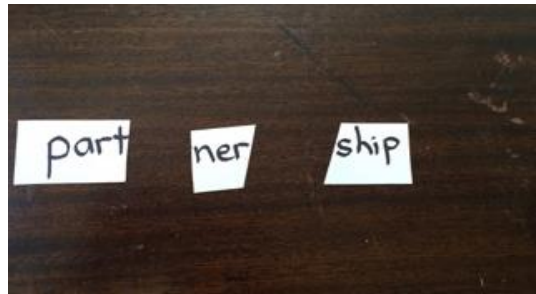
Use sentence strips & cut

Options

- Readers tell you where to cut it
- You decide and cut in front of them
- Provide with already cut words
- Students reassemble



Sentence strips



More ways to show word parts

- Use white board
- Fingers divide words in continuous text

Prompt: Do you see any parts in that word that you know?



Videoclip-Whiteboard



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Practice with books



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Thank you for coming

Break it—Link it---Check it

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ENCORE—BASIC PHONICS

- ENCORE section if needed



English spelling is complex

Vowels and vowel combos
stand for multiple sounds

□ move, love, cove

□ eat, head, beauty, great

□ snow, cow

□ cap, cape



A Brief Digression Some Terminology

Phonics Refresher

- “Long” sound = when the vowel says its own name
 - apron, eat, ice, goo, use
- “Short” sound as in
 - cat, red, sit, pot, cup
 - Most common sound of vowel
 - Found in CVC pattern (consonant, vowel, consonant)



Refresher cont' d

- Hard *c* as in cat
- Soft *c* as in circus
- Hard *g* as in give
- Soft *g* as in giant



3 Sounds of Y

- Yellow (consonant)
- My (vowel)
- Happy (vowel)



Teach which letters are tricky, i.e.,

- All vowels
- C,G,Y
- ?S--/s/ and /z/ as in *is*
 - Usually not necessary to explicitly teach this one



Teach the most common sounds

- The “long” and “short” sounds for each vowel
- The “hard” and “soft” sound for *C* and *G*
- The 3 sounds of *Y*





A Brief Digression on “sounding it out”

Cumulative Blending
AKA
Blend as you go

Sounding it out

- Letter by letter sounding is slower than using bigger units
- It is NOT cheating to bypass letter by letter sounding!
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Cumulative blending vs. letter-by-letter sounding

/k/- /ka/- /kat/ vs. /kuh/-/a/-/tuh/

/f/-/fa/-/fas/-/fast/ vs. /fuh/-/a/-/suh/-
/tuh/

/g/-/gr/-/gri/-/grip/ vs. /guh/-/ruh/-/i/-
/puh/





Cumulative Blending

The target word is not as distorted with cumulative blending

Students find it easier to determine the word because their approximation comes closer to the real thing



Session Summary

- Chunk Wall & Word Solving with Large Units
- Phonics Basics
- Flexibility
- Cumulative Blending

